MAY 16 1927

IN THIS ISSUE: Are We Still in the Woods?, page 535
Guidance of "Problem" Children, page 538

# Journal of EDUCATION

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# JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR MAY 16, 1927

EDITORIALS:—
Why This Difference? 531
Miss Redfield Resigns 531
Massachusetts State Federation 532
Interesting and Unusual 532
WHAT IS YOUR PROFESSIONAL I. Q? 532
MOVING PICTURES IN THE CLASSROOM 533
By A. E. Winship
BELDING'S PAGE 534
ARE WE STILL IN THE WOODS? 535
By A. O. Bowden
THE OAK TREE DISCOURSES ON EDUCATION (Poem) 537
By Walter Barnes
GUIDANCE OF "PROBLEM" CHILDREN 538
By J. Miller
LETTERS OF A SUPERINTENDENT 540
GOOD MORNING, TEACHER (Poem) 540
By Hazel L. Maxefield
MYTHS AND MUSIC OF THE SIOUX 541
By Grace Greves Truax
THE EVERLASTING NOW (Poem) 543
By Will Chamberlain
WORLD GOODWILL DAY IN 1927 544
By Fannie Fern Andrews
CHARACTER CHATS 545
By Joseph B. Egan
Beginnings and Endings 545
Pontic Honey 545
The True Support 546
The Clam 546
Crossing the Bar 547
EDUCATION IN ACTION 548
TREND OF THE TIMES 551
THE BOOK TABLE 552
GRINS BETWEEN GRINDS 553
JOURNAL MAIL BAG 554

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# EDITORIALS

## Why This Difference?

WE CALL attention to the following facts with no thought of criticism of New York and Illinois, but because the contrast is so great. We have no answer. We doubt if there is any satisfactory. But New York and Illinois should certainly organize a campaign to secure a membership somewhat comparable to their official prominence.

On January 1, 1927, California had 17,924 members of the National Education Association, Pennsylvania had 17,650. The population of these states is 12,000,000. This is 35,574, or approximately three members per thousand population.

New York has 9,378, and Illinois 9,303. The two states have 18,681 members for a population of nearly 17,000,000. This is approximately one per thousand population. This shows California and Pennsylvania three times as loyal as are New York and Illinois.

The prominence of Pennsylvania and California has certainly not been three times as much in evidence as New York and Illinois. For instance, California and Pennsylvania have had six presidents in seventy years, and New York and Illinois have had fifteen, almost three to one.

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The George Peabody College of Nashville receives a gift of $100,000 from the Duke (North Carolina) Fund.

---

## Miss Redfield Resigns

MISS ETHEL E. REDFIELD resigns as State Commissioner of Education of Idaho. She has been prominent in educational life of Idaho for twenty years, as teacher in Lewiston and in the State University, as county superintendent, and for half of these years she has been either State Superintendent or State Commissioner of Education. Her

resignation is universally regretted because she has been eminently successful in every position in the state, especially as State Commissioner of Education at a time when complex problems were continually involved. Miss Redfield prefers administration relations that are primarily professional. No one has better professional poise or greater executive skill than she has demonstrated in various emergencies in twenty years.

## Massachusetts State Federation

THERE is nothing in the other forty-seven states comparable to the Massachusetts Federation of Educational Associations and Clubs. On Saturday, April 16, 244 delegates, elected to represent the organizations of the State Federation, dined together at the Bellevue Hotel, Boston.

There was a social hour first, in which these delegates enjoyed meeting one another. Those who are always delegates were really social hosts and hostesses to the new delegates. There were no cliques, no making of slates in corners; just sociability. It happened to be a year with no issue that was domineering.

It was the first annual meeting over which Annie C. Woodward presided, and her official message was as clean cut, as direct in the presentation of issues, as discriminating in emphasis as any official report that we have ever heard.

There was genuine harmony in the acceptance of all recommendations of committees. Once only was there a question raised and that was regarding legislation. Only one delegate raised a question which M. E. Fitzgerald, superintendent of Cambridge, answered so clearly and forcefully that it satisfied that questioner, and was at the same time the most illuminating statement regarding the promotion of educational legislation that we have ever heard. He is certainly a past master in the promotion of legislation. He is a lawyer by profession, a member of the Massachusetts bar, and is brilliantly skilful in dealing with men.

The only suggestion of a real difference of opinion was on the question of committing the Federation to an active support of the crusade for a Federal Department of Education with a secretary in the President's Cabinet. Although there were evidently some delegates who were opposed to such action, the vote was large enough to demonstrate a substantial majority in its favor.

Department of Superintendence, Boston, February 25-March 1.

## Interesting and Unusual

STUDENTS who attend the University of Cincinnati this summer will find available a fine program of courses in childhood education. A demonstration school will be conducted on the campus, with five classrooms, including demonstration classes in pre-school, kindergarten, primary, reorganized third grade, and sight conservation. Dr. Ada Hart Arlitt will teach courses on pre-school education and guide the work of the demonstration group of pre-school children.

Patty Hill of Columbia and Lucy Gage of George Peabody will head the visiting faculty.

The first regular term for the summer session will be from June 25-August 2. For students who can start their work early, a special two-weeks' intensive course is provided from June 13-25. Among the fields in which special work is offered, in addition to those already noted, are: Auditorium Teaching and Visual Instruction, Sight Conservation, Home Economics Education, work with problem children and superior children (Dr. C. M. Cox), Vocational Guidance, etc.

## *What Is Your Professional I. Q.?*

[Answers will be found on Page 554.]

41. Where is the man whom John J. Tigert succeeded?
42. What woman has been the superintendent of a large city for several years?
43. What former editor of a well-known magazine is now president of a state university?
44. Whom did Jesse H. Newlon succeed as president of the N. E. A.?
45. Where did the N. E. A. have headquarters before Washington?
46. Where is Duke University?
47. Who is dean of women of Boston University?
48. Who won the $25,000 prize which Raphael Herman gave for a Peace Essay offered in the name of the World Federation of Education Associations?
49. Who wrote the book on "Moonlight Schools"?
50. Who is editor of The Atlantic Monthly?

# Moving Pictures in the Classroom

By A. E. WINSHIP

MOVING pictures in the classroom will mean more to the quality of classroom work than anything heretofore introduced.

Modernized textbooks were the first great progressive classroom achievement. Professional preparation of teachers for classroom work was the second notable advance. The scientific study of the curriculum is just coming upon the professional horizon.

In all this the classroom emphasis has been upon words. Reputations have been established and professional thrift promoted by magnifying the "eye-span" on words with never a flicker of interest on the "eye-span" in pictures.

The worship of words has led teachers to consider it as their chief business to test intelligence by the child's use of words, or rather the non-intelligence of children by their inability to use and remember words.

Children have drawn and cut out geese and rabbits individually without a suspicion of real appreciation of the significance of nature or human nature in pictures. The world in which children live has grown complex beyond description, but their school creations of pictures and their study of them have been individualized instead of glorified by the expression of their units of appreciation.

Moving pictures, one of the marvels of modern creations, have missed, to a large extent, their educational opportunity by making those who enjoy them passive recipients of the wonderful production, leaving little if any unescapable impression.

George Eastman's remarkable establishment at Rochester, N.Y., is producing classroom films in which no pupil is passive, and from which every pupil is interestedly learning something that he will remember and from which he will permanently profit. It is an unprecedented classroom achievement.

The teacher will not inject herself into the motion picture. The traditional practice of asking traditional professional questions is eliminated and the child's interest in the picture suggests innumerable pertinent questions which he will ask the teacher, reversing the time-honored or dishonored practice of having the teacher ask all the questions. A question asked is infinitely more illuminating of a child's mental reaction than of one answered. An answer may be perfunctory while a question is a revelation. The Eastman Educational Films are a question creator.

This is promoted by the elimination of all diverting detours, which are an affliction of many moving picture films, frequently of those heretofore used in classrooms. The features of a film which lead away from the impression that is vital are educationally vicious. No Eastman film will be produced that does not overcome this and meet requirements in the judgment of teachers of twelve cities from New England to California who will try them out with at least four classes of the grades for which they are created. The children see what is vital to the reading of the picture and only that.

The broadcasting of vocal messages has been improved several hundred-fold by the adoption of the beam system, that is, a system patterned after the searchlight. The power of a searchlight is the elimination of all diversion and detouring of light. Any electric bulb throws its brilliant light to all parts of the compass. In the search light all the illumination is concentrated and goes in one beam of light. This is achieved by a series of mirrors that focus the light as it is passed on to the next mirror until the entire illumination that originally went in a thousand directions is concentrated in one direction.

Similarly the radio waves that naturally go everywhere are concentrated so that all the wave force is concentrated in one beam, as it is called, and searchingly and intensely speeds on its mission from England to Australia, and cannot be caught off the air by any amplifier that is not in the path of this beam.

This is what the Eastman classroom film does with one lesson it teaches. The children read the vital message in the picture, and are permanently impressed with its message. It is of inestimable professional service that a plant that has never failed to perfect any plan upon which it has ventured should concentrate its vast equipment upon this incomparable service to the classroom.

---

"It is not a question of to read or not to read; it is a question of making books a diet instead of a dissipation."
—Glenn Frank.

# Belding's Page

### THE PARAMOUNT STUDY

TIME was when young men and young women prepared themselves for teaching and then stopped. They considered their fitness proved when they had passed the barriers erected by the authorities and had obtained a teaching assignment, otherwise known as a job.

Today the teacher does not rest on diplomas or certificates. He or she recognizes the fact that preparation must be continuous. Failure in this means stagnation. Courses for professional improvement are well patronized. And the level of instruction is raised in consequence.

Of all the studies which the ambitious teacher may engage in, there is one which is above all others. That study is—the child, the youth, the young man, or young woman. More attention is given to that study nowadays than at any previous period. The schoolroom itself has become a laboratory in which the boy and girl are analyzed, dissected, weighed, measured, charted, classified, diagnosed and treated. Zeal may have outrun common sense in this quest of information about the child. But the purpose of it is sound. Too long was education regarded as a process of imparting knowledge and of teaching lessons. A new and more intelligent era has dawned—one in which the object of the verb "to teach" is "the child," not "arithmetic" or some other abstraction. The subject matter remains an essential part of the teaching process of course. But it is now considered in relation to the capacities and interests, the needs and potentialities of the human being who is taught.

---

### TEACH A-B-C's OF SAFETY

EIGHT children, not one of them over seven years old, were run down and killed by automobiles in Massachusetts in a single week. Yet some educators think the teaching of safety is no proper part of the public school's business. If the A-B-C's of safety are omitted, why not omit also the A-B-C's of reading? Knowledge of other things is valueless without the knowledge of how to preserve life itself. To teach children how to cross a street, how to avoid accidents in a thousand ways, may be boring to the teacher who longs to devote the time to higher interests. But it has to be done —and it should be done as well as any other portion of the instruction.

---

### THINGS LITTLE AND BIG

IN CONDUCTING a class or managing a school, one may easily let one's anxiety about little things stand in the way of one's accomplishment of greater things.

Those who are forever nagging about the fine points of discipline, making it a fetish instead of a means to an end, never get very far in the task of education. Being a stickler for perfect order is being stuck and impaled upon the iron fence that shuts out learning.

Only the teacher or principal who can let some things pass without notice, or with a laugh, is human enough to be successful with human boys and girls.

Only two kinds of "little things" are worth getting after. The first is the kind that grossly impedes the business of the school. The second is the kind that breeds danger. The spirit of disobedience or of smart defiance needs to be detected in the forming, and to be dealt with at the start. Never by getting into an argument in public, but by sharp command to meet the teacher or a higher authority in a private conference.

---

Character that is without basis in religious faith is a house built upon shifting sands.

---

### TOO MUCH OR TOO LITTLE

A TEACHER who had served in the public schools of a certain big city declares she was "pestered to death with supervision." Contrast with her situation that of teachers in many a smaller community who hardly know the meaning of supervision, except as they have read about it in some educational magazine.

Like all good things, supervision can be overdone. More especially, it can be performed by ill qualified or tactless supervisors, to the discouragement and positive injury of the teacher.

Ninety-nine per cent. of a teacher's success is dependent upon her own personality and what she herself makes of it. She nevertheless needs occasional counsel, which should be friendly rather than censorious. The school or the system of schools must have its standards, and teachers must be required to measure up to them. Only by personal contact from time to time with capable and inspiring supervisors can the best results in teacher development be expected.

Anson W. Belding

*Associate Editor.*

# Are We Still in the Woods?

By A. O. BOWDEN
President, State Teachers College, Silver City, New Mexico

THE American educational public has long been wedded to the pragmatic philosophy of use. We have felt that we must introduce into the content of what boys and girls study in school that which is "practical" without even so much as asking what "practical" connotes.

Art and music are now among the most practical subjects in the common school curriculum if we mean by "practical" useful. Art of some kind, whether it is a "high" or "low" form, is used daily in every home. There is no family group but that tries in some way to decorate their environment, their houses, their clothing, etc., with some sort of adornment. There are no homes, however crude, but have their melody, their songs, their music. From this view, then, art in its broadest sense is our most practical subject so far as elevated use is concerned.

Unfortunately, we have long since been committed to the idea that arithmetic is a practical subject. If we follow our definition of "practical" arithmetic is one of the least practical of most subjects of the curriculum. This is especially true when considered from the viewpoint of frequency and extent of use. Investigations now in progress are revealing the fact that very little arithmetic both in quantity and quality is needed. If we take the sum total of the arithmetic needed by all vocations there is a great amount of arithmetic even in the most technical vocations.

It must not be forgotten that the public schools are not vocational schools. They never have been and never have served as training schools for one's life work. Then, if we eliminate for purposes of analysis of actual practical needs all arithmetic that is in any way vocational we have left all the social, "consumers" needs in every-day walks of life. And this amount is pitiably small. Now, a certain amount of very elementary operations of arithmetic are "practical" from a point of view of need.

But whether this small amount taught in the public schools is valuable depends largely upon the thoroughness with which this small bit of elementary arithmetic is mastered. We could learn in one school year (or at most two) of nine months, one hour per day for five days a week all the number concepts, all the arithmetic we can possibly use in any conceivable way aside from vocational needs. This one year of arithmetic study should be reserved for grades above the elementary.

It may well be held that no formal daily arithmetic study should be begun before the fourth or fifth grade. There is small value in going over in the schoolroom those simple number concepts that a child will pick up from the associations in and out of school. We have in this respect been guilty of "elaboration of the obvious" as William James used to say. We have at times taught children as if they were not capable of getting many concepts and ideas from their associations and other environment incidentally.

But what about vocational or "business" arithmetic? All the arithmetic needed in any of the ordinary vocations, such as bookkeeping, boiler-making, pharmacy, banking, etc., could be learned in much less time even than the social arithmetic. When should this vocational arithmetic be given? Not until one gets ready to enter into preparation for the chosen vocation. Ideally, no vocational education should be undertaken until after the second year or perhaps fourth year of the high school has been completed. This is equivalent to saying that the whole public school curriculum should be cultural in the broad sense.

No vocational training of any kind as such should be undertaken by the public school. In

There have been many attempts at a definition of culture; none are quite satisfactory to any very large group. Some define it in terms of literature (polite literature—belles lettres), others in terms of literature, art and music, etc. But it is evident that any such definition is far too narrow to "hold water" in our thinking. Whether the anthropologists have completely defined "culture" or not may be debatable, but there can be no doubt that culture when considered as one of the purposes of our public school curriculum must be considered within the limits of their definition.

fact no real vocational training has ever been done by the public schools either in the elementary or secondary divisions of the curriculum. True, there have been many attempts, and perhaps in a few isolated cases some vocational training worthy to be classed as such has been given.

The first quarter of the twentieth century has witnessed a widespread practice of introducing manual training, domestic science, etc., into the high school curriculum, and sometimes a "pre-vocational" bit of offerings in the Junior High School. Scarcely any of it has been functional as vocational training and profitable as such. Now, this work in manual training and other so-called practical subjects has been valuable, but not as training for a vocation, and we should not deceive ourselves and the tax-paying public by misnaming it. It has had educational value, but as a sort of manipulative cultural training. We have been taxing ourselves mentally and financially and kidding the public for "practical" vocational training and it is about time we should begin to analyze our thinking and see which way we are going.

There have been many attempts at a definition of culture; none are quite satisfactory to any very large group. Some define it in terms of literature (polite literature—belles lettres), others in terms of literature, art and music, etc. But it is evident that any such definition is far too narrow and cannot "hold water" in our thinking. Whether the anthropologists have completely defined "culture" or not may be debatable, but there can be no doubt that culture when considered as one of the purposes of our public school curriculum must be considered within the limits of their definition. By them it is held that all the products of man's activity which has formed the memory deposits of the race is human culture. This culture, which is the whole accumulation of the ages, may be divided into two general groups. All material artifacts of human efforts such as tools, implements, architecture, graphic and plastic art, etc., may be called material culture, The other division may be called "psychic culture." By this term the anthropologists refer to concepts, ideas, ideals, doctrines, beliefs, faiths, myths, literature, philosophies, traditions, institutions, etc.

It is evident from this two-fold division of our definition that the one which deals with the tool side of life is concerned chiefly with vocations—with the means of material production—how to earn a living and the other, the psychological, is concerned with the stream of human life. It deals with how to live.

Both parts of the definition deal with certain tools and also certain ideals and philosophies. There are certain more or less abstract principles connected with the mechanism of the typewriter, but the main purpose of the typist's vocation is the facilitation of business and the function of material well-being. It is essentially a tool. Language is also a tool. In literature and art and philosophy we have a certain minimum of the tool side, such as spelling, the mechanics of writing, etc. But we learn the tool side of painting not for the tool's sake but to paint for self-expression and contemplation of the beautiful.

The public schools as now organized are not vocational. They have particularly for their purpose the universal spread of the selective culture of the race. Those in charge of the schools should recognize the fact and bend their efforts accordingly. A minimum amount of training in the use of tools of reading, writing, spelling and elementary number manipulations are the tools by which this race culture is acquired but beyond that the elementary schools are not concerned. Vocations have been learned in the past in the form of apprenticeships in the various vocations themselves. The training in many of them is highly specialized and should be so. There is no reason for supposing that vocations will be any less technical in the future and are to be learned effectively in a highly specialized form of instruction. This form of training is not the burden of the public schools. But the public schools curriculum as now or as will likely be organized in the years to come will be taken largely from the "psychic culture" side of human culture. There is only a small amount of the tool side of the curriculum necessary. We have not now determined how much of the total mass of this spiritual—"psychic culture" that is "practical," i.e., useful to the coming generations. In fact we seem to be but little nearer to the solution of the problem of what and how much of this is good to include than we were twenty-five years ago.

If we commit ourselves to the statement that the public school curriculum should be "cultural" we have three things to consider: (1) The tool side of "spiritual," human culture; (2) the Semantic or meaning side of human culture; (3) the appreciation side of human culture. We have not yet solved the problem as to how much and what or how skilled and how much time and effort should be included in the public school course for spiritual human culture.

The word "semantic" side of culture is a field we have scarcely touched. I use the word "semantic" because it is better than "meaning" as a word to apply to the content side of the curriculum. It not only means or refers to "meaning" but also to what is "significant." Any part of human culture, either on the material side or on the psychic, has meaning,

but whether it is significant for present-day use is another matter. In this we do not know what and how much of the "semantic" part of the curriculum should be included. Some say we should have more social studies, more of art, etc., but what social studies and how much should be included in the curriculum is almost completely unknown.

When we come to the matter of appreciation of human culture in its totality we are as much at sea. We have lost the art of teaching appreciation and know almost nothing about it.

We are not out of the woods yet in curriculum making. Since culture as here defined—"psychic" culture particularly—is not an individual product it is the duty of the educational sociologist to find out what kind and what amounts are necessary to the harmonious functioning of groups and to outline the purpose of the offerings of the schools. The educational sociologist's functions are to determine values.

No studies yet made in arithmetic have answered the question: How much and what arithmetic should be included and required of the public school population?

This is singularly significant since there have been as many or more studies made in this field of "tools" than any other, and it was one of the first to be attacked from the scientific standpoint.

---

# The Oak Tree Discourses on Education

BY WALTER BARNES

Teachers, my friends and companions,
Having strayed away from the convention,
From the talk of statistics and scientific investigations,
From the discussions of the duties of superintendents and principals,
From the learned disquisitions about school architecture, school equipment and furniture,
Having stolen away from all this,
Let us approach these trees and accost them,
And ask them
(In the manner of school teachers)
Certain pertinent questions about school teaching.
This oak tree,
Old and serene and wise,
Let us examine it first.

What are your roots for, Oak Tree?

To support my trunk, School Teachers,
And, by a magic chemistry that we trees know,
To make soil into sap.

What is your trunk for, Oak Tree?

To lift the branches up into the sun and air,
Supporting them as they lean far out,
And to provide channels and runnels for the sap that the roots transmit.

What are your branches for, Oak Trees?

To spread the branchlets and twigs out into the air,
Out into the sun and the air,
And to receive and pass on the sap from the trunk.

But what is it all about?
What does it all lead to?
What is the point and purpose of it all?
Strong roots to support the trunk and to distil sap,
Sturdy trunk to support the branches and to provide arteries for this sap,
Burly branches to extend outward and upward, aspiringly, to support the twigs and to pass on the trickling, seeping sap:
All this elaborate, intricate mechanism to manufacture and distribute sap!
A trifling, trucking trade for a lordly oak to be engaged in!
All this mighty organism to make—sap!

Yea, School Teachers, to make sap,
And to make leaves and flowers and fruit.

The point and purpose?
Out there on the twigs is the point and purpose.
Those tiny flowers,
Which will grow into acorns,
They are what I live for, what I live in,
Verily, they are what I live in.
The roots, the trunk, the branches, the twigs,
They have no significance,
They are merely a means to an end,
And that end is the providing a place and a space where flowers and fruit may grow.
The tip-ends of a tree is where the life and work of a tree is to be found.
All this mighty strength of mine, School Teachers,
All this gigantic energy,
All this imposing bulk,
This elaborate structure
Exists that out on the twigs the flowers may grow into fruit.
I am one,
And I support thousands of twigs,
Inconspicuous, ridiculously tiny,
But you must look to the twigs for the meaning.
Verily, I live in the twigs and in the flowers and fruit they produce.

Come, teachers, let us hasten back to the convention,
The oak has spoken,
And all the trees, the wise trees,
Would speak like the oak.
Let us go back to the convention,
And listen to some more words of wisdom
On the school plant,
On objective measurement,
On the function of the supervisor,
On—
Roots
And trunks
And branches.

# Guidance of "Problem" Children

By J. MILLER
G. A. R. High School, Wilkes-Barre, Pa.

OUR public schools are too crowded to permit the individual attention which is a necessary part of a child's education. The teacher's main task is to cover the curriculum by a method of group education, with but little care to the "problem child." For the average child from the average home, our school system is quite satisfactory. But what is being done with the physically or socially maladjusted child?.

In recent years it has been a recognized fact that the school is the proper place to care for the child's physical well-being. Some system of medical supervision has been introduced into all progressive school districts. The child with a cold, a sore throat, with poor hearing, or defective vision, is taken care of. Contagious disease is detected and checked. All these things are being done, and well done, but shall the school lose sight of the child whose problem goes beyond the exterior physical aspect? What shall be done with the failure, the truant, or the proverbial "bad boy"?

In most schools the teacher is the judge of the causes of failure in her classes. She is so busy teaching that she has little time to study the individual case. She pronounces the pupil a failure because he does not study, or is inattentive or troublesome. Why he fails to study or lacks attention, she seldom discovers, because that would take time, and there are so many other things to be done. The pupil goes from failure to failure, finally leaves school, and drops from the place where, if understood, he might have been started in the way of success.

The truant is followed up more carefully by the department established for that purpose. He is brought back to school, and remains for a time; if absent again the parents are warned, he returns once more; and so it goes until this pupil also leaves. The department has so many cases to deal with that general rules of procedure are applied to specific cases. The underlying cause in individual cases is seldom brought to light.

The bad boy is the trial of teacher and principal alike. Hours are spent in attempts at reformation. Many times through the act of a teacher or the insight of a principal these boys are saved; on the other hand many escape and fill our reformatories. However, they need not escape, because each of these cases has a secret cause which, if known, might be utilized to the advantage rather than disadvantage of the boy.

What is it that our schools need to enable them to better understand the failure, the truant, the bad boy? The answer is quite simple. They need experienced psychologists. Men or women, scientifically trained to deal with these maladjusted pupils. These are not problems to be solved by the busy teacher or the truancy department alone. They need the expert handling of a psychologist, with sufficient time at his disposal to investigate and study each particular case.

The school is the only logical place to deal with these problem children. It has more legal power and more influence in the community than any other agency or institution. Both the parents and the child understand and are more ready to accept the school's interest in the child than that of anyone else, as it is an institution for all children, and the contact does not brand either child or parent as the contact with other agencies often does.

What is the procedure of a school psychologist when a problem child is referred to him? First he tests his general ability by intelligence tests. At the present time these tests are by no means conclusive, and an untrained person can do more harm than good when trying to interpret them. This interpretation can be done only on the basis of a very thorough investigation of the home conditions, the physical condition, the educational background and personal problems of the child. A mental examination of the child though is necessary in all cases as it will throw light on the child's reactions to his surroundings. The investigation of home conditions is done in many communities by special visiting teachers who should always be thoroughly trained in the technique of a social worker. When the psychologist collects all the information he can get about the child, he makes a careful analysis, formulates the causes of the problem and plans his treatment which he then carries out.

As example of such treatment we present the following two cases as they are being treated in the G. A. R. High School in Wilkes-Barre, Pa. *

1. Peter S., fourteen years old, pupil of eighth grade. The boy is a chronic truant, with very low academic standing. He is a meek, quiet child and is never a behavior problem. When interviewed the boy was co-operative, but very slow and indefinite in his answers. He looked very thin and tired, and spoke with a weak and low voice. He did not seem to have any strong likes or dislikes. He stated he liked school, but "liked to take a rest once in a while."

*The names are changed.

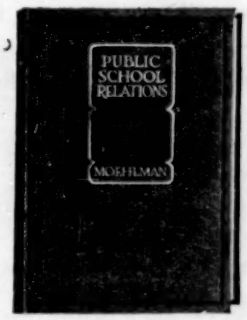
Investigation showed the following: The boy's parents are simple, illiterate Syrians. They speak hardly any English. There are two elder sisters and two younger brothers in the family. The parents are very fond of the children, and friendly, agreeable people. The father is a peddler, and works on some days in the week, but he also "likes to take a rest once in a while." Peter eats but little and is fastidious with his food. He is very easily influenced by boys physically stronger than he. He particularly admires one friend, because he is a fighter. He is decidedly a follower. If he meets any of his friends on the way to school and they ask him to go with them to the movies or to play instead of going to school he will go with them. Syrian is the only language spoken at home, and besides Peter goes every day to the Syrian school after public school hours. The physical examination showed that Peter is quite a healthy boy, except for very bad tonsils and teeth. Mental examination—Simon-Binet test—showed decidedly sub-normal intelligence. The rating on the non-language scale is only slightly higher, which indicates that the low mental rating is not caused by foreign birth.

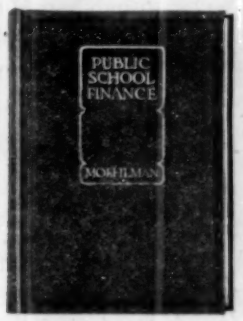
The following causes were considered important in this problem:—

1. Physical condition. Large part of the boy's suggestibility and lack of ambition is due probably to this.
2. Home environment. Example of father's irregular work, the lack of educational background and the English language.
3. Companions.
4. Probably low intelligence overtaxed by adjustment to two quite different languages.

Peter and his family were first persuaded by long explanations to have the child's tonsils and bad teeth removed. The boy was won over to this by an appeal to his desire to be strong like other boys. The tonsils and teeth were removed only recently, but the change in Peter's coloring and general physical condition is marked. It remains to re-educate the boy by frequent personal contact and close supervision. To teach him self-confidence and give him ambitions. A non-language test will also be administered to determine how far the boy is handicapped by his foreign background.

2. Richard P., fourteen years old, pupil of the ninth grade. This boy is a behavior problem in all classes. He has very low marks, does not pay attention to instruction, is boisterous and impudent. He is an attractive youngster, tastefully and immaculately dressed, and when his interest is roused he amazes with the intelligence of his answers. When interviewed personally in absence of other children he is

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responsive, childlike and frank. He hopes to be a physician.

His father is a quiet, intelligent shipping clerk, very much interested in his children, and puzzled by Richard's difficult behavior. The mother seems to be a fine woman. The home is attractive. Richard is the oldest of a family of five children. He is an enthusiastic reader of good books. His intelligence test shows a mental age of seventeen years, but it is quite evident that Richard could do much better if he had ever learned to work. He solves reasoning problems for superior adults, and his definitions are perfect in their clearness. He has a fine vocabulary. But he will not take any trouble with even simple problems, which have to be solved by application. He has only one good friend. This boy is a very good, well behaved student. Richard is a leader, but he forces himself on others as leader, instead of trying to win them over.

The cause of this problem seems to be that this boy was always much brighter than his companions, and therefore always just played with subjects that were work for others. He never learned to work on anything which he did not like. As the curriculum is getting more complicated and the subjects more academic such application becomes more necessary even for a boy as bright as Richard. Up to the last year he was in a private school where the discipline was not as strict as in public school, the classes were much smaller and the boy was probably given considerable attention and leniency due to his intelligence and likable traits. He never had to take any trouble to be noticed. As he is growing up of course the social relations are becoming more complex, and in the large classes of a public school Richard suddenly finds himself just one of the group who has to make efforts to be noticed and to be popular. As he never learned how to go about it, he is trying to accomplish it by "showing off" before other pupils.

The boy has to learn to "show off" by his success and pleasantness instead of the opposite. As the parents are very co-operative and the boy is intelligent, ambitious and greatly desires approval the case is very hopeful.

When every school in the country will have provisions for treating its problem children and the technique will be developed further through science and experiment there will be but few left to fill the reformatories and jails. The states and communities have built a fine school system for the education of their children. Let them not exclude the problem child, but equip their schools with means to help each and every child to become a useful and happy citizen.

# *Letters of a Superintendent*

## TEACHER TARDINESS

To the Principals:—

I note that the monthly reports in some instances do not accurately record teacher tardiness. A few teachers have been reported to me for tardiness by the principals, and still the number of recorded tardinesses of those same teachers is less than the number reported to me by the principals. In two cases the numbers recorded for the monthly period are less than were reported to me personally for one week.

The number of teachers who continually disregard the rule on tardiness is small, but their example is bad both in its effect on other teachers and on pupils. The teacher who has the largest percentage of pupil tardiness for the last two months is a teacher who is habitually tardy herself, and who does not record her tardiness honestly and accurately.

Please check up on teacher tardiness, see that correct and honest records of teacher tardiness are kept, and take steps necessary to correct the present condition as it applies to those few teachers who are at fault. The larger number of conscientious teachers must not be subjected to the criticism from the public which comes because of the tardiness of a few.

If teachers are under the impression that the superintendent does not study the monthly reports, please correct that impression. I would like to have you call attention to the fact that by a recent vote of the School Committee a teacher will not receive the annual automatic salary increase if the principal and superintendent recommend in writing that the automatic increase be not granted.

In visiting the lower grade classrooms this year I have noted that in many of them the custom of placing "before school work" on the blackboard is being discontinued. I understand that the custom of "before school work" has been in vogue for a long time. I think it is a very good practice, and should be continued.

# Good Morning, Teacher!

BY HAZEL L. MAXEFIELD
Greenfield, Mass.

"Good morning, teacher!"
And then my heart is full of prayer
That I may for this day hold up
Before these eager eyes much more
Than books.
That I may make a picture for each child
And paint it with the shades Life brings us:
Bright with happy bits of joy and laughter,
And touch it, too, with sad, sweet thoughts.
I pray that I may help each one to live
And love, and every day to think of God;
So that at night he carries home
A part of all the best I have to give.

# Myths and Music of the Sioux

By GRACE GREVES TRUAX
Sioux Falls, S. D.

IN INDIAN folk lore we have a great wealth of stories and legends, ethical, historical, and many of them descriptive of the beauties of nature.

In Indian folk music we have themes as beautiful as any which come from countries overseas.

Indian designs have found their way into our textiles. Poets have begun to experiment with the idioms and pattern of the song-poem form. Musical compositions based on Indian themes are heard in our concert halls.

The American Indian is the oldest man on this continent, and it is said just as old as the Egyptian or Babylonian. The Indians are a race by themselves and scientists do not know whence they came. A number of interesting legends of origin are found among the various tribes.

There is a Sioux legend that the Great Spirit made a great fire on a hillside and with clay as dough moulded the shape of a man, being each time dissatisfied with the color till it turned out red—and that was the Indian.

The Indians are extremely sensitive and have been much misunderstood. An incident which occurred in a small town on the Greenwood Reservation several years ago illustrates this.

It was our privilege to become quite well acquainted with a number of the Indians on this reservation. One of these, a fine-looking young woman, quite well educated and very intelligent, we came to know quite well. Her name was Mrs. Grabbing Bear.

One day in autumn Mrs. Grabbing Bear appeared on the street attired in very beautiful new fall clothes. Dress, hat, and coat of russet brown, gloves, shoes and all accessories to match, and everything of the very finest quality. She made an attractive picture that any one might look upon with pleasure.

A few days later this same young woman appeared on the street, this time attired in a plain black calico dress, a large black cashmere shawl folded around her head and face, with the folds extending well down to the hem of her dress. She walked slowly down the street with her head bowed, looking neither to the right nor left.

Some two or three weeks later she came down the street again dressed in her artistic brown clothes.


# Right Ideas and Ideals

"When the right ideas and ideals connected with the four essentials of living—honesty, self-control, industry, co-operation—are presented as they should be in schools, we shall be on the road to better daily conduct and better citizenship, and to the development of richer and finer personalities." This statement of William H. Holmes is one of the high spots of the Dallas convention.

What better way is there to present right ideas and ideals than indirectly, through the reading offered either as part of the course of study or supplementary to it?

My BOOKHOUSE provides whatever is needed—history, biography, poetry, fiction. It interests the youthful reader and at the same time develops his taste for genuine literature. Withal, every selection presents artistically and attractively some such quality as honesty, self-control, industry, co-operation and many more equally as desirable.

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When opportunity offered we questioned her as to why she had appeared in black on her previous trip to town. She looked at us very intently, then she said: "I know you are my friends and will not misunderstand or make fun of me, so I will tell you. The way in which the shawl, and in olden times a blanket, is worn shows to what tribe an Indian woman belongs. Now I have been away at school, and came back with many ways which seemed strange to the older people of the tribe. If I never again wore a shawl they would think I was ashamed of them and had turned my back on them and repudiated my tribe.

"I know that when I went down the street the other day people made fun of me, for I heard one man say: 'Umph, there goes another Indian squaw.' But I did not care, I would rather have every person in this town make fun of me than to hurt the feelings of a single one of these dear old ladies," nodding her head toward two old Indian squaws who were passing by.

The average white person, noting this young woman in her black shawl, etc., would have probably said: "Yes, look at that. We send them away to school and educate them and they come back to the Reservation and immediately lapse into the old customs." Mrs. Grabbing Bear would have been condemned as having lapsed.

What an interesting side-light her explanation gave and how many white girls would have had the courage to do as much!

Every basket pattern, every design woven into Indian blankets or painted on their pottery has some story or some historical significance. These patterns, pictures, and designs correspond to our books, and through the explanation of these pictures, patterns and designs we gain a wonderful insight into the folk lore and thoughts and feelings of a most interesting people.

If space permitted it would be a pleasure to repeat many legends—a story of the creation which corresponds in many ways to the one in the second chapter of Genesis, many bird and animal stories, the legend of "Scatter-Gold or How the Gold Came to the Black Hills," and many others. But perhaps one which would interest the greater number is the story of a Ree chieftain which was told the writer a number of years ago.

Many, many years ago, long before the white men came to this land, the part of South Dakota where Pierre, the state capital, is located belonged to a tribe of Indians called the Arikaras, or more commonly, the Rees.

Now the Rees were an agricultural, peace-loving people, building permanent homes or villages and raising corn, squash and beans for their food. Only occasionally did they kill a buffalo or a deer for the meat or skins. The consequence of this was that vast herds of buffalo roamed almost undisturbed near the Ree villages.

The Sioux were a very war-like tribe of Indians, living at that time in southeastern South Dakota and adjacent parts of Minnesota, Iowa, and Nebraska. They lived almost entirely on the flesh of buffalo, deer and other wild animals. Finally the hunting became very poor, and the Sioux began to look longingly toward the wonderful hunting in the land of the Rees. Finally they decided to drive out the Rees, and possess this land for themselves.

The Rees fought fiercely for their homes and loved ones, and led by their brave chief drove back the Sioux.

Just at the close of the battle the Ree chief was wounded. He turned back toward the village, saying to his braves that he would return and tell the women and children that they could stay in their homes. The Sioux had been driven back.

As he staggered back toward the village the drops of blood kept falling from his wound, and just as he reached his own tepee he fell.

The Rees were so proud of their brave chief that they decided to commemorate his brave deed so that all people might know about it. The totem or coat of arms, we would say, of the Rees was the turtle. So they obtained a large, flat stone shaped like a turtle's back, and embedded it in the prairie soil at the top of the hill near where the tepee of the Ree chief stood. A small rock shaped like a turtle's head was placed for the head, other small rocks embedded in the soil formed the fore legs, hind legs and tail. The turtle is about fifteen feet long from tip of head to tip of tail.

The state historian of South Dakota, Doane Robinson, had a high iron fence placed around the turtle to keep tourists and souvenir hunters from chipping off bits of the rock and carrying them away.

Standing by the totem at the top of the long hill and looking down the slope one sees great boulders embedded every few feet in the prairie soil, becoming smaller and farther apart as they wind off down the long hill like the trail of a serpent.

These boulders mark the places where the drops of blood fell as the Ree chief came staggering home, and some say the Great Spirit placed them there. Now this must be a true story, for the stones are there, and the turtle is there as you may see to this day.

The music of the Indian is an expression of his innermost thoughts and feelings, as is the

music of all other peoples. The mother sings to her children of the things about them.

American children are taught lullabies, Mother Goose songs, songs about their pets and their toys.

In similar way the Indian mother sings to her little ones of the things about them—but the things about them are very different—birds, wild animals, trees, the things of nature.

A lullaby which comes to us from the Sioux of the Rosebud country was sung to the babies while the fathers were hunting the buffalo. It is in A Minor, with a beautiful swaying rhythm which makes one almost see the papoose strapped to the Indian cradle board which, suspended from the low branch of the willow, sways gently in the breeze while the mother is at work.

Wa nah O ma ni ye
(Now we're going)
Wa nah O ma ni ye
(Now we're going)
Ta Tonka O ma ni ye
( (where) The buffaloes are roaming)
A te e He e lo
(Father, we're coming there
A te e He e lo
(Father is coming there)
O h o o o o o o

The melody is soft and sweet, very tender and beautiful. This little lullaby is cited because it is so different from the war dance music, which is considered by most people to be typical Indian music, and which is really only the expression of one phase of Indian life, and not representative of the real thought and feeling of the Indian expressed musically.

The higher type of Indian philosophy and feeling is well expressed in the words of Highchief (chief among the Cheyennes and the Dakotas)*

"There are birds of many colors—red, blue, green, yellow—yet it is all one bird. There are horses of many colors—brown, black, yellow, white—yet it is all one horse. So cattle, so all living things—animals, flowers, trees. So men; in this land where once were only Indians are now men of every color—white, black, yellow, red—yet all one people. That this should come to pass was in the heart of the Great Mystery. It is right thus. And everywhere there shall be peace."

*Highchief in foreword to "The Indian's Book," by Natalie Curtis.

## The Everlasting Now

BY WILL CHAMBERLAIN

Give me to-day to dream and build and marvel,
To search, as I am moved, the scrolls of life;
Give me to-day to loiter, venture, travel,
Grant me of peace and likewise grant me strife.

Give me the hour, the passing hour and splendid;
Vouchsafe some hope of it to light my brow;
'Twill be to-day I'll cherish when time's ended;
Be mine, O God, the everlasting Now.


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# World Goodwill Day In 1927

By FANNIE FERN ANDREWS
Boston

TO TRAIN up the young to think and act in the spirit of friendliness and good will is universally recognized as an aim of education. Good will is a potent factor in the daily round of right living; it makes for harmony and peace within the nation and promotes friendship and justice throughout the world. The teacher can perform no greater service for humanity than to instill in the mind of the young this spirit of good will.

The Dallas meeting of the Department of Superintendence was a striking illustration of the general interest of the teachers of the country to build up in the schools the desire for friendly co-operation among the peoples of the world. Dr. Condon selected as one of the major themes of his program, conspicuous for its high spiritual note, "International Good Will and Understanding," and the three speakers at this session met a sympathetic and discerning response.

The importance of international good will was also stressed in other programs at Dallas. The Department of Elementary School Principals devoted one session to the consideration of this subject. In 1906 Dr. Elmer Ellsworth Brown, then United States Commissioner of Education, recommended the observance of the Eighteenth of May as Peace Day in the schools of the country. He stated that "in the celebration of this anniversary day, and in the instruction of the schools throughout the year, the effort be made to promote an insight into the true aims and aspirations of our nation and of the other nations with whom we are to work together in the making of a higher world civilization. . . ."

In 1907, just twenty years previous to the Dallas meeting, the Department of Superintendence of the National Education Association endorsed the movement for a country-wide observance of the Eighteenth of May, the object being to centre the minds of the children on the consideration of friendship and good will.

The scope of the observance grew steadily, and in 1912, 1913 and 1914 the United States Commissioner of Education, then Dr. Philander P. Claxton, issued Government Bulletins containing appropriate material for the observance of the day, and since then the American School Citizenship League has constantly focused attention on the publication of material which would keep abreast of the development in world friendship.

In July, 1923, the World Conference on Education at San Francisco, which organized the World Federation of Education Associations, endorsed the observance of the Eighteenth of May and adopted the name "World Goodwill Day." The resolution of that World Conference, participated in by the representatives of more than fifty nations, might well be read each year as preliminary to the school observance. To quote from the resolution: "On the Eighteenth of May instruction should be given concerning the results of the Hague Conference, and also the later efforts to bring the world together in a co-operative body, and that this instruction should be accompanied by songs, both national and international, plays and pageants, which carry out the spirit of the day."

The biennial meeting of the World Federation of Education Associations, held in Edinburgh in 1925, re-endorsed the celebration of World Goodwill Day, and this year not only the schools of the United States will be generally observing the day, but in many other countries teachers will use the material appropriate to their own countries in the celebration of the Eighteenth of May, thus making it in reality a World Goodwill Day.

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"The art which the American people have seized upon with the greatest avidity is music. It has entered every phase of social and individual life. It is a means of enjoyment in moments of leisure, of personal expression, of popular education. From the rude folk ballad of the mountaineer to the super-refined exhibition of learning and skill in city concert hall, it meets every shade and degree of taste. It allies itself with poetry, the drama, and the cinema, with religious ceremony, with every occasion in which enthusiam is to be aroused in the cause of social enterprise. This art, beloved of all men in all ages and climes beyond any other medium for expression in beauty, has had a growth in our country in esteem and practice which none of the other arts have equalled. The rapidity and extent of this growth is a matter of common observation: it is only those directly concerned who are fully aware of the place that music has gained in the large movement of public and private education."

—Edward Dickinson.

# *Character Chats*

By JOSEPH B. EGAN, A. M.

## Beginnings and Endings

AS I RODE swiftly on towards the great city I looked out through the grimy car windows at the countryside, admiring its freshness and clean beauty as it sparkled under the early morning sun. I sped past a noble hillside. I saw it slope up in long brown steps, like the approach to a mighty temple, where the clouds rolled up their turrets and minarets of glistening silver. The long brown steps were the furrows of a field. At the end of the farm I saw the horse straining at the plow as he furrowed out another step. I saw the man following with his strong fingers over the handles of the plow. I could fancy the man's feet sinking into the soft dirt, and I could fancy the clean dust on his sweaty face, and over his hands and arms. Here, thought I, is the kind of dirt that we find at the beginning of things. It is the wonderful materials of earth taking shape under the creative fingers of man. Out of it shall spring the green sprout and the blade and the stalk and the leaf and flower and the fruit of the things that shall nourish the body while the soul journeys on in its long quest for spiritual wealth. Wherever we find men toiling, we find them grimed with the earth that lies at the beginning of things. They are soiled with the dust in which all creation has been clothed from the beginning of time. Star dust or dust of the wind-swept field, it matters not, for under the magic spell of the fingers of God both become in the course of the ages the garments of life. Let no man, therefore, scoff at the dirt and the grime and the dust that whirls close to the beginnings of things. As the train sped on, however, I came to a run-down section of the great city. I passed an alley into which all the refuse of a poor neighborhood had been cast. Bottles and cans and old shoes and pieces of machinery and papers flapping in the wind. The body of a dead cat lay silent at the alley's very end. Here, thought I, is the other kind of dirt. The kind that we always find at the endings of things. Here is no creative purpose surging up for expression in fruit or flower. Here are no plans in the making, no beautiful thought rising out of the earth with the mantle of glorified dust sweeping grandly from its shoulders. Here are no hopes and no ambitions and no aspirations with eyes on an ideal traced out beyond the stars. All this has a very direct bearing on our daily lives. It matters much whether we deal with the dust that is found at the beginning of things or whether we deal with the dirt that is found at the ending of things. I imagine a pair of hands grown dirty today chopping wood and carrying coal for a tired mother are pleasant hands in the sight of God, but that the same hands lose the lustre of the creative earth when the task is done and the dirt permitted to remain.

## Pontic Honey

THIS morning I found honey on the table before me. I was glad, for I never eat of it without the most pleasant thoughts of how it has come into the world. It brings to my eyes the beautiful amber of the petals of flowers, to my smell the delicate breath of the garden in June, to my taste the sweetness of treasure-pots hidden away in a million caves for the pirating bees, to my ears the hum of the golden-brown wings so full of the happiness coming from glorious, sunlit toil.

As I thought of these things it came to me that the thoughts of each one of us are roving, strong-winged bees going out over the gardens of men searching and finding the treasures of wisdom hidden away in the hearts of all beautiful things. And the brain is only the hive for the storing away of the treasures they bring. And the body and its two legs and two arms are only the strong props that keep the hive free from the reach of the earth. There is reason back of it all, and a living thing, the spirit in each of us, that sits at the banquet board and thrives or starves as the business of our busy thoughts prospers or wanes.

In the far east is a stretch of wild country rising into hills above the blue Pontic Sea, where the honey of the bees is filled with a poison that drives men mad; whole armies have died at the taste of it. It, too, is gathered from flowers that cover the hillsides with the blue of a summer's sky. No more beautiful plant exists upon the earth than this rhododendron that blooms about the Pontic Sea. In the spirit world, also, beauty sometimes is evil's pleasing mask; the fair face may hide the ugly soul; the sweet words, the poison lie; the soft song, the suggestion of an evil thought; the

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funny story, a threat of death against the pureness of the soul.

So, sending our thought abroad over the earth, we must have a care lest they carry back from an evil but pleasant source, a poison that shall cause our blessed spirits to withdraw from us. Let us keep to blossoms that are sweet and pure; the clover and apple blossoms, and the buttercups and goldenrods, that the fingers of the Father have sown so generously about our feet.

## The True Support

MY DAILY garden tour has just carried me into a bleak corner where the north wind swirls around the sharp edge of the house, on stormy days piping a fierce tune, and shaking with his long, flowing fingers the tall, barren stems of last year's golden glow.

The stems bend and rattle their dry heads, but the fingers of the wind cannot snap them off because they are bound together by stout circles of hempen cord.

I remember well the afternoon I placed the cord about them. The sky was overcast, and it was coming on to rain. Fitful squalls of strong wind had come roaring out of the north. As I looked down from a window I saw the ten-foot stalks of the golden glow writhe and bend under the weight of the rushing air. Several of the long, slender stalks had snapped already and every wild gust took a sad toll of what remained. I rushed outdoors. I sought rapidly for some pole long enough to support the remaining flowers. Unable to find it I seized a handful of cord and made my way to the assistance of my blossoming friends. I was none too soon. The storm had struck and the long, gray rain slanted down like fast-driving spears. Gathering an armful of the tall, slender stems of the golden glow I held it tightly until the first wild sweep of the wind was passed, then I bound the stalks firmly together at intervals of a foot or so with circles of strong hempen cord. The wind swept down once more, but the golden glow, finding a vast strength in its united stalks, needed no help to beat off the storm. The summer passed and with it the glory of the golden heads that made a real golden glow in the corner of the garden, the flowers faded and the snows came, capping each dry brown head with a white bonnet. The winter wind blew fiercely, but the spring found the lifeless stalks still upright in their places like sentinels whose sense of duty did not allow the claims of death.

And what one of us tall blossoms in the garden of human life can stand alone? The world in which we grow is far too stormy for our slender strength. It is only when we are granted the support of brothers on our right and on our left, each giving of his strength for the common good of all, that we see human society emerge and grow strong and beautiful beneath the sun. Without our brothers we could not live and prosper for a day. As we depend upon them so do they need us. Therefore, we should train ourselves to be upstanding props on whose strong shoulders the world can lean a little of its weight. But even the support of brothers is not enough. Just as the slender stems of the golden glow need strong circles of hemp to unite the weakness of many into the strength of one, so do we need about us the mighty circles of the friendly law to unite us into one being against whose welfare the winds of evil will blow in vain. Out of the eternal palm unrolls the mighty influence of the law and all-wise fingers knot it about our passing lives.

## The Clam

THIS morning I stepped on the sandy shore of a little lake near the railroad station and watched, for a moment, the movements of life below me in the calm water. As I gazed earnestly at one spot I became slowly conscious of the presence of a large, dark clam. A water-soaked oak-leaf spread its brown palm and shriveled fingers carefully over one end of its shell as though to assist in hiding it from sight. There, before my very eyes, was a beautiful example of a living being working unnoticed and in all humbleness at one of the great enterprises of life. Wherever we go, around the circle of the earth, we find the shells of our humble friend speaking silently, but eloquently, of the greatness of the business in which he is engaged. Where man has built his ribbons of cement he has laid down whole continents for the uncounted feet of all living things; where man has filled in an acre or so on the edge of a city, he has raised whole islands out of the sea to be the firm foundations for the shelters of life. Where man has built up a cement dam a few hundred feet in height to hold back a slim river, he has lifted up the enduring hills to set bounds to the very roaring of the sea; where man has cast foundation blocks of cement for some puny dwelling lost to the eye at the distance of a hundred miles, he has established the very foundations of the great hills whose inspiring tops catch the first and last rays of the life-giving sun.

So, my little brown friend, on the lake bottom, satisfied though you are to shelter yourself under the palm of a dead oak leaf, your glory has gone forth upon the earth and cannot be hidden wherever the eyes of the knowing look about and see. The high hills proclaim

it to the moon; the seas roar it forth as they beat upon the limestone cliffs, the foundations of the earth echo it forth. Hidden though you are there under a discarded leaf, you come of a mighty race, under whose protecting mantle of stone even man shelters his weak body against the storm.

---

## Crossing the Bar

ALFRED TENNYSON was a lyric singer of sweet and beautiful melodies. No coarse or vulgar thing ever cast a shadow over the bright field in which he sang. He seems to me like a lovely hermit thrush that hides away in a great solitude, and pours forth at sunset the pure melody of golden bells.

Listen to the sweet harmony in this wonderful poem. Can you not feel the slow sea withdrawing from the shore as the vast tide ebbs in sunset silence?

CROSSING THE BAR.

Sunset and evening star,
And one clear call for me!
And may there be no moaning of the bar,
When I put out to see,

But such a tide as moving seems asleep,
Too full for sound and foam,
When that which drew from out the boundless deep
Turns again home.

Twilight and evening bell,
And after that the dark!
And may there be no sadness of farewell,
When I embark;

For tho' from out our bourne of Time and Place
The flood may bear me far,
I hope to see my Pilot face to face,
When I have crossed the bar.

With the vast sea beneath and the vast sky overhead and the sunset golden on the long line of the distant sky, the traveler goes forth, not knowing whither, but serene and happy in the confidence that beyond the bar, where the seas storm and break, his Pilot waits to guide him on with sure and steady hand to his eternal haven on another shore.

What would life be without the sweet assurance which Hope gives us that there is a Pilot and that He thinks enough of us to wait for us beyond the bar?

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World Federation Conference is in vigorous action in connection with the Toronto meeting, August 7-12. All communications to the Canadian committee of arrangements should be addressed to: The Chairman, Canadian Committee of Arrangements, 220 Simcoe Hall, Toronto, Canada.

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# EDUCATION IN ACTION

## Girl Teacher Makes Swings

A Belchertown, Mass., school teacher turned wood-cutter, painter and teamster in order that children might have swings on the school playground. A recent food sale conducted by the teachers raised enough money to supply some equipment, but was insufficient to furnish swings. Miss Emma D. Stadler, undaunted, went to her father's woodlot, cut down some trees, peeled and painted them. She carted them to the grounds in her father's wagon. Then she superintended the erection of four swings for her pupils.

## Secondary School Boys Go to East Africa

A scheme has been inaugurated in London to encourage and assist the emigration of older secondary school boys to East Africa, with a view to helping them to a useful career, and also to supplying the East African dependencies with a supply of capable settlers. District advisers are to be appointed who will be willing to assist new comers with their advice and experience. At the end of twelve months these pupils should have acquired sufficient information and knowledge to enable them either to start farming on their own account or to obtain paid positions. The scheme will shortly be extended to other parts of East Africa and it is hoped that the development of these areas will be thereby greatly assisted, while the surplus of population in Britain is being relieved.

## Women Healthier In College Test

Women not only are healthier and better developed physically, but are less inclined to over-weight than men are. This conclusion, based on facts and figures, has been reached by Dr. Wilmoth Osborne and Dr. Fred N. Miller of the infirmary staff of the University of Oregon. A check of men and women students who are ten or more pounds over-weight reveals that only seventeen per cent. of the girls are heavier than they should be, while the men have a fat percentage of twenty-five.

## World's Richest Country Tenth on Literacy List

Although the United States owns half the world's gold and has adhered to the doctrine of free public education since its earliest days, it ranks tenth among the nations in literacy, having about 5,000,000 adult citizens who can neither read nor write. To correct that situation before the 1930 census is taken, the General Federation of Women's Clubs, at the request of Dr. John J. Tigert, commissioner of education, has undertaken to list the illiterates of the country and interest them in community schools. Typical counties have been selected in each state by the clubwomen for their initial efforts.

## One-Teacher Schools Rapidly Disappearing

One-teacher schools in the United States are rapidly disappearing before the advance of consolidated schools, declares the Bureau of Education. There are approximately 160,000 one-teacher schools in the United States today. Ten thousand were closed in the biennium 1922-1924. The number of consolidated schools in the country is placed at 15,000. Consolidation, the Bureau says, provides a means for according rural children educational opportunities equivalent to that accorded city children.

## "Farthest North" College Thriving

The "Farthest North" College at College, Alaska, just about 115 miles south of the Arctic Circle, will complete its fifth year June 1, and hand diplomas to the two young women and six young men who constitute the class of 1927. Both of the young women are finishing a regular four-year college course in general science, and the six young men are all mining engineering students. Territorial appropriations though somewhat limited have enabled it during the present biennium to add a wing to its main building, and to construct a dormitory for men. The Territorial Legislature is next expected to vote funds to provide a dormitory for women. On account of the extensive mining of low-grade goldplacers in the immediate vicinity of the college, mining engineering students have unusual advantages in obtaining practical experience along with their theoretical training.

## Attention to Educating Of Crippled Indians

Stating that he does not believe that the educational needs of cripples of school age on the Indian Reservation are receiving the full attention they require, the Commissioner of the Bureau of Indian Affairs, Charles H. Burke, has directed a letter to all Indian Service superintendents, requesting data on every child under their jurisdiction. Considerable attention is being given the educational needs of the deaf, blind and feeble-minded children on the Reservations, Mr. Burke says, but not enough to those of the cripples. Included in the requested data, he asks recommendations as to the trade or vocation each child might pursue to advantage with a view to making a living.


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## Brick-Laying Course In School Incomplete

The idea that a school can turn a boy out as a finished workman after he has completed a brick-laying course inside a school building is highly fallacious, according to the Trade and Industrial Education Service of the Federal Board for Vocational Education. The practice of setting up a school building and then establishing a vocational course, or a series of vocational courses for secondary students, is the wrong approach, according to the Board. The effective method, it points out, is to study the trade first, and then set up the courses. Only a small percentage of the training required for successful journeymanship in some trades can be acquired in the school building, the result of the study indicates. The remainder, it is stated, can be acquired in only one place—on the job.

## 50,000 to Attend Chicago Summer Schools

An army of 50,000 students will invade Chicago this summer in pursuit of education, a survey indicates. Chicago, some educators say, is the "summer school capital" of the country, and many a midwestern college professor or school teacher earns a degree by pursuing college work in summer sessions. Most of the students are men, and a majority of them are married. Six universities, 250 music schools, 12 nurses' schools, 8 colleges of law, 14 medical schools and almost 500 technical institutions find their student bodies increased rather than cut down during May, June and July.

## Students Paid for Work In Store While Studying

Pupils in the week-in-school-week-in-store course in retail selling at the High School of Practical Arts, Boston, are paid $12 a week for their work in the stores, and have opportunity to become acquainted with the different departments of the establishments. During the five years that the plan has been in operation, it is said, many young people have been kept in school who would otherwise have been forced to leave and go to work. Enrollment is now 100. Pupils taking the course almost invariably continue after graduation in the employ of the store in which their experience was gained, it is reported.

## Women Teachers Fight Ban in Italy

Italian women are making their last stand in schools against the effort fostered by the Facist Government to bar them from every walk in life wherein they compete with men, says Professor Lucia Pagano, director of Roman professional school women, and leading feminine educator of Italy. A storm of protest from every part of the kingdom has held up the application of the new scholastic regulation barring women from teaching in secondary schools. According to Professor Pagano, the women teachers are prepared to fight to the last ditch against the new campaign to expel them from schools. "We feel that institutions of learning are true adjuncts of the home," she declares, "and that the profession of teaching is woman's natural role." The effort to eliminate women from the schools, she explained, is based on the contention that they are not fitted to educate the manhood of the nation to standards of virile, aggressive, unsentimental masculinity.

## Student Body Is One Boy

A single six-year-old youngster constitutes the whole student body of the Kraft school in the country near Pinckneyville, Ill. There are other children in the district, but the others all attend a Lutheran parochial school. For the benefit of Theodore Mayer the district maintains a public school and a teacher, Miss Marian Veatch, who daily travels eight miles from Pinckneyville to tutor him. Through part of the winter she had to travel over a thirteen-mile detour on horseback.


# AN INTRODUCTION TO BIOLOGY

**Alfred C. Kinsey, Indiana University**

**Readers of the Journal of Education will hardly get a better idea of this text than through the following review, which appeared originally in the Journal of Education, November 29, 1926:—**

THIS is one of the most fascinating books we have seen in many a month. While it deals directly with the subject in hand and never strays from it there is scarcely a sentence that is not attractive to any reader old or young. The hundreds of illustrations make the book interestingly informing, and the revelations about life are as appealing as a series of miracles.

Technical terms are avoided wherever possible. The author has told stories in places, just as he has told stories to the boys and girls of classrooms, camps and trails. He has applied biologic principles to the incidents of every-day life.

He presents a unified and synthetic biology in which the emphasis might be placed upon phenomena common to both plants and animals. "A course that considers plants and animals in succession is botany followed by or combined with zoology, and not a unit biology. It has not always proved possible to emphasize plants as much as animals, chiefly because we ourselves are not plant but animal organisms, and because the phenomena of instinctive and intelligent behaviors are as peculiar to the animal kingdom as photosynthesis is to the world of green plants." He emphasizes the resemblances rather than the differences in plant and animal structures and processes. General principles illustrated by specific instances have been presented instead of types incidentally linked with general principles.

"While believing it a mistake to test the importance of knowledge by its known, dollar-and-cents application, and consequently to confine an introductory study of any science to its economic and civic aspects, he has not avoided practical applications wherever they are known.

"The inclusion of certain phases of ecology, and of an extended treatment of distributional biology and behavior, is perhaps a new departure in elementary texts. The organization of the material on metabolism, on epidemics, and on simple, instinctive, and intelligent behaviors, and the formulation of the scientific method, are even more distinctive features. Throughout the book the illustrative instances are often drawn from personal observations. **Perhaps one-half of the material has never before appeared in any High School text."**

The half-tone figures and the drawings in this text represent the work of about two hundred and fifty artists and photographers. It would be difficult to estimate the time and effort involved in securing picture records of such a diversity of phenomena, representing so many American life zones, and even something of the continents of the world.

An especial attempt has been made to secure scientific precision. As far as possible, original sources rather than the standard textbooks have been depended upon for data.

We say in closing this brief and wholly inadequate notice that this Introduction to Biology is one of the most important scientific texts for high school use that we have seen.

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### Courtship by Airplane Banned by University

Courtship in Baylor University, a Baptist institution at Waco, Tex., received another setback when President S. P. Brooks banned airplanes as a mode of transportation for co-eds of the school. The girls had been forbidden automobile promenades for some time, and the swains who courted them had fallen back on the horse and buggy. Finding dobbin unsupportably slow, they had just discovered that the faculty fiat left a loophole for the aeronautically inclined, when President Brooks brought them back to earth.

### Boys Don't Object To Practicing on Piano

The president of a Chicago technical school says the number of his men students of piano increased from ten per cent in 1917 to forty per cent. in 1927. He declares the boy of today wants to be a "jazz king" and own a million dollars. So there's some sense to practicing, and threats of punishment are unnecessary, agree delighted parents. Years ago, it is pointed out, a piano player had to be a good teacher or great pianist to make a living. Today he must have merely a sense of syncopation, of the jazz rhythm.

### Monument of Virgil Unveiled at Mantua

The unveiling of a monument of Virgil in Mantua, Italy, recently brought together representatives of Oxford, Cambridge, the Sorbonne, Prague, Stockholm, Heidelberg, and the principal Italian universities. The famous Roman poet was born in 70 B. C. and for a long time lived on his estate near Mantua. Those taking part in the procession wore Roman togas. Virgil was acclaimed the greatest poet of all ages.

### Princeton "Co-Ed Plan" Taken Too Seriously

The Daily Princetonian, university newspaper, has found it necessary to explain that an article in its columns on April 1 stating that "Hetty Green" had given $10,000,000 to make Princeton co-educational was an April fool joke. The faculty requested the explanation after a Southerner had changed his mind about sending his son to Princeton and other college papers commented seriously.

### Demand Uniform Dress for Students

A petition said to have been signed by ninety-eight per cent. of the patrons of the public schools at Estelline, S. D., has been filed with the board of education, asking it to issue an order requiring the girl students of the high school to wear uniform dress material during the entire school year. Under the new plan, silks, satins, velvets and all other forms of elaborate dress for the girl students would be eliminated. The superintendent of schools would have the duty of seeing that the proposed order is obeyed.

### One School's Record In Perfect Attendance

The attendance record of thirty-four pupils composing the seventh grade in School District Five, Greenburg, N. Y., shows no absence or tardiness for nine successive weeks. For two weeks during this period there was no absence or tardiness in the entire school of 380 pupils. The percentage of attendance for all pupils, from the first grade through the high school, for the first nine weeks of the present school year was ninety-nine per cent.; and for pupils within the compulsory school ages it was 99.6 per cent.

### Schoolgirl Never Late in 16 Years

If fate is kind to her in the next few weeks as it has been for the past sixteen years, Miss Ethlyn Stewart of Baldwin, Kan., will complete a perfect school attendance record from the kindergarten to college commencement. Not once since she started to school in 1910 has Ethlyn been tardy or absent. Miss Stewart is a senior at Baker University in Baldwin, where she has won numerous honors in the classroom and on the campus.

### College Debating System Criticised

The Dartmouth Forensic Union has come out for practical abandonment of intercollegiate debating in its present form. Dartmouth's objection to the present system lies in the fact that organized debates tend to restrict participation to a few experienced debaters. The new plan to be advocated by the college would greatly restrict formal contests and substitute a system whereby numbers of teams would visit business, social and industrial meetings in the vicinity of the college to present both sides of a given question. Dartmouth debaters feel that the proposed system would give opportunity for training larger groups of students in public speaking and at the same time establish valuable contacts between colleges and outside interests.

### Bar Shakespeare's Works From Lithuanian Schools

Because his works display too liberal a tendency, Shakespeare has been banned from all school libraries in Lithuania by the Minister of Education in the new Fascist government. H. G. Wells, Oscar Wilde, and Rabindranath Tagore also are reported to have been suppressed by the censor.

### Moscow Forms Schools For "Racial Minorities"

The Moscow primary schools now number 160,000 pupils, an increase of


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We finished ARLO last week as a silent reader, and are now using it three times a week as an oral reader, just for the pleasure of the children. If I could get them as interested in other subjects as they are now in reading, I would be glad.

I only wish I could tell all teachers about them, but I can't, so I'll just tell you.

Sincerely, I am,
Doris Misenheimer

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BY BERTHA B. AND ERNEST COBB

THE ARLO PUBLISHING COMPANY
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forty per cent. as compared with 1923. The schools take in almost all children between the ages of eight and twelve. This year for the first time classes have been established for such "racial minorities" as the Gypsies and Assyrians, of whom there are quite a number in Moscow. Altogether there are almost fifty classes for racial minorities. About twenty per cent. of the school children are members of the Young Pioneers, the Communist children's organization. There is an effort to connect the family with the school through the institution of parents' councils for the discussion of educational subjects.

### Southern Agricultural Schools Increasing

There are approximately 70,000 young white men in the South who have had at least one year's instruction in vocational agriculture, declared I. D. Maltby, Southern Regional Agent of the Agricultural Education Service. During 1926, Mr. Maltby said, the vocational agricultural schools reached 4.13 per cent. of the white farm boys in the South. The number of schools per 1,000 white boys has increased from 1.51 in the year 1924-25 to 1.78 in 1925-26. In actual figures, the number of all-day schools increased from 892 to 894 in the one-year period, the evening schools from 315 to 441, the part-time schools from 38 to 91, and the day-unit schools from 163 to 256.

### Spring Vacations Deemed Important

The Cornell Alumni News commenting on the value of Spring recess declares that "there has been talk at Cornell of abolishing the Spring vacation and applying the time thus gained to Junior Week and Thanksgiving. Now that the vacation is past, its uses are apparent. Many a student has been obliged to go home three days in advance in order to give the family bus its spring overhauling. Many a senior has interviewed many a vice-president and personnel director, and found himself trying to give an impression of earnestness for which he had had but little training. Not a few faculty members have paid surreptitious calls on presidents of rival universities. And every co-ed has bought herself some beautiful clothes."

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## TREND OF THE TIMES

AIRPLANE DEALERS in London have entered the installment field alongside the furniture houses and real estate agents. Under the new order of affairs, two-seater machines, fully equipped, may now be bought for 230 pounds down (about $1,150) and twenty-four monthly payments of 24 pounds 15 shillings.

CHICAGO GIRLS are following boys in organizing "gangs," according to the annual report of C. H. English, superintendent of playgrounds. The study, made in connection with analysis of playground control methods, shows there are 226 such gangs in that city.

COUNTRY PEOPLE of Italy are being encouraged by the government to wear traditional costumes, which still survive in mountainous districts of North and South Italy, and in the islands of Sicily and Sardinia. The Minister of Public Instruction has commissioned the parish priests, the Alpine Club and the Italian Touring Club to study the best means of preserving the various regional costumes for girls and brides.

FINAL FIGURES for March show that income tax payments for the month totaled $516,534,789, indicating a surplus for the fiscal year ending June 30 next of approximately $500,000,000. By the end of the fiscal year on June 30 the public debt will have been reduced by about $400,000,000 more, bringing the gross debt well below $19,000,000. From March 31, 1926, to March 31, this year, the debt was reduced $1,074,544,540.02.

BIRTH RATES in European nations are falling off. Statistics are not up to the minute, but the 1925 figures, just complete, show France no longer is the only "dying" nation. France in 1925 had 18.07 births per 1,000 population. Sweden dropped to 17.5 and even England made a poorer showing than France. Germany with a rate of 35.7 a quarter century ago now boasts only 20.5. Switzerland's rate is reported on the downward trend.

"STAR SPANGLED Banner" will continue, for a time at least, as the accepted national anthem, as another attempt to establish a rival American hymn has failed. Spurred on by cash prizes totalling $1,500, nine hundred and sixty-one composers prepared musical settings for Katharine Lee Bates' "America, the Beautiful," in a national music club competition for a new national song. Four music experts, appointed as judges, announced their agreement that none of the settings was "fully adequate to the inspiring text."

POLISH NEWSBOYS will no longer be allowed to make the welkin ring with excerpts from their hottest news items. President Moscicki has signed a decree which will limit shouts of newspaper vendors to giving the name and edition of the publication. Newspapers also are forbidden by the new order to have headlines of more than one column in width.

UKELELE EXPORTERS in Hawaii have formed The Ukelele Manufacturing Association of Hawaii to study production methods and go after mass volume of business. The members are aiming at an export business of $500,000 instead of the present $50,000.

CHESS SOVEREIGNS, especially the king and queen pieces, are to be given different names in Russia according to a recent dispatch. The Soviet government has voiced an objection to the terms of royalty and has proposed various substitute names. Some years ago the name of the queen bee also was abolished, a Russian word meaning quite the contrary being substituted.

FINANCIAL POWER is the only influence left to America, according to Andre Tardieu, minister of public works in France, in his book "France and America." "America has lost the rest of the wholehearted confidence which Europe reposed in her in 1918 because of errors of judgment and errors of action." He also rebukes his own country for her dealing with the United States. "France has almost always taken the wrong course," he says.

WRIST WATCHES worn by patrons of London theatres and music halls have been largely responsible for a decrease in applause. Watchmakers have discovered handclapping puts wrist watches out of order, and their advice is the cause for diminished applause. The patrons now laugh and stamp when wishing to show approval.

MISSOURI CITY mayor, C. G. Shaw, has been elected eighteen consecutive times, establishing a state record. Local citizens declare the mayoralty election has become a matter of routine.

# The BOOK TABLE

HOME FOLKS. A Geography for Beginners. By J. Russell Smith, Ph. D., Columbia University. Philadelphia, Chicago, Toronto, Dallas, San Francisco, Atlanta: John C. Winston Company.

The naming of geographies for seventy-five years has been interesting and never more so than in the naming of Dr. J. Russell Smith's "Geography for Beginners"—namely "Home Folks," and he makes the book fit the designation perfectly. The title might have been "Home Folks in Typical Countries," for that is the professional masterfulness of the book educationally and its personal claim with the pupils whom it introduces to the world in its human relations.

The travelogue plan is not new, nor is the abundance of illustrations a departure, but it takes a notable lead in the use of the super-abundance of illustrations,—more than four hundred pictures each full of expression, all used to teach and inspire children to *read pictures.* Vast amount of time and professional attention is devoted by teachers colleges, schools of education, state teachers colleges and normal schools to the teaching of reading and spelling words, to phonics, to eye-space, and to speed, but little if anything to the reading of pictures.

In the name of geography this "Home Folks" teaches to read pictures more skilfully and usefully than any classroom work we have known. There are three full-page colored pictures with nearly one hundred specific pictures in the colored pages, and every child reads everything in these three pictures.

We have never seen any book in which children in the Third Grade would be more interested, from which they would learn more, of which they would remember more, and through which they would receive more permanent benefit in school and out of school.

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PRIMARY MUSIC. As It Sounds, As It Sings, As It Looks. By Arthur Edgar French. Revere, Mass.: The Arfredgar Press.

There is a striking parallel between English and Music in the pedagogy of reading which Mr. French clearly reveals in the form and sequence of his presentation. In the title of this book he really tells the whole story, "Music as it Sounds, Music as it Sings, and Music as it Looks." That is a skilful way to emphasize it.

The author, as supervisor of music in Revere, Massachusetts, has challenged the admiration of the best critics of results in school music, largely because he grapples with the least popular, because the most difficult, phase of music education, the technique of teaching and learning *to read music.*

The author states his philosophy and practice clearly: "The first lessons in English reading present words, phrases and simple sentences to the eye as wholes. In music, the melodic figures and motives, respectively, correspond to the word-wholes and phrase-wholes in the spoken language. The motive, therefore, *should be presented to the ear of the pupil, and reproduced by him vocally, as an auditory and vocal whole.* In order that these melodic units shall live in the subconscious minds of the pupils as do the parts of speech and their idiomatic relations, they must be impressed by them and give vocal expression to them, in their relations as auditory and vocal wholes, with as much regard *always* to their rhythmical as to their tonal relations. Melody is a complex of tonality and rhythm.

"But word-wholes are composed of phonetic parts which eventually are taught by phonetic analysis, as phonograms and syllables, and resynthesized into new word-wholes. Phrase-wholes are analyzed into their verbal elements and resynthesized into new phrase-wholes. Thus the processes of analysis and synthesis develop skill in word-building and sentence-building.

"Fluent reading in music involves similar skill in the anaylsis of melodic figures into their elements of smaller meaning, as represented in the divisions of the beat into rhythmic figures, and the synthesizing of these elements into new melodic figures; the analysis of the motive-whole into its elemental melodic figures, and the resynthesizing of these into new motives and so on through the processes of motive-building and melodic phrase-building."

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AMERICAN HISTORY FOR GRAMMAR SCHOOLS. Three Parts. By Marguerite Stockman Dickson. Revised edition. Cloth. 700 pages. New York: The Macmillan Company.

Mrs. Dickson's "American History for Grammar Schools" has had twelve years of interesting important prosperity. There is a personality to her style and a way of connecting the New World with the Old World that has demonstrated a charm for boys and girls that is valuable educationally as well as historically.

The revised edition covers the World War most enlighteningly and the American situation in its Foreign Relations since the war, and the vexatious Internal Conditions of the last ten years quite skilfully. In the last ten pages the author writes about Communist agitators, return of railroads to their owners, shipping board problems, gold centralizing in New York, farmers' griefs, Eighteenth Amendment, Nineteenth Amendment, oil scandal and the strained relations of the executive and legislative departments of government.

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MY COMMUNITY. A Pupil's Manual for the Study of Community Life. By Howard Copeland Hill, University of Chicago High School, and Damon Haydock Sellers, superintendent of Miami County Schools, Troy, Ohio. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

It is useless to try to describe this unless one is familiar with the Ginn Company perforated "Pupil's Manuals" for pupils to do what they are directed to do and then tear out the perforated leaf and pass in for the teacher to examine at leisure, or have it examined for her, and either return with suggestions or credit or keep on file for use in estimate progress.

These perforated "Pupil's Manuals" are among the most significant features of classroom aids recently created.

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## Books Received

"Industrial Education." By Homer J. Smith. New York: The Century Company.

"Fundamentals of Business Organization and Management." By William B. Cornell and John H. MacDonald. — "Carpenter's New Geographical Reader: Australia." By Frank G. Carpenter.—"Guideposts to Citizenship." By Charles E. Finch. New York: American Book Company.

"A Laboratory Study in Democracy." By Earle D. Bruner. Garden City, New York: Doubleday, Page, and Company.

"Real Geography and Its Place in the Schools." By Harold W. Fairbanks. San Francisco: Harr Wagner Publishing Company.

"America's Roots in the Past." By Daniel J. Beeby and Dorothea Beeby. New York: Charles E. Merrill Company.

"Basic Material for a Pharmaceutical Curriculum." Prepared under direction of W. W. Charters, A. B. Lemon, and Leon M. Morrell. New York: McGraw-Hill Book Company.

"Mechanical Drawing for High Schools." By T. E. French and C. L. Swensen. New York: McGraw-Hill Book Company.

"Tests and Measurements in High School Instruction." By G. M. Rich and George M. Stoddard.—"Dictionary." By N. B. Smith and S. A. Courtis.—"My Story Book." By N. B. Smith and S. A. Courtis.—"Teachers Manual." By N. B. Smith and S. A. Courtis.—"Word Cards." By N. B. Smith and S. A. Courtis. Yonkers-on-Hudson, Chicago: World Book Company.

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## GRINS BETWEEN GRINDS

### Consumes and Gallops

One—'Did you know that Bianca has galloping consumption?"

The Other—"No, what kind is that?"

One—"Oh, she eats and runs."—Dennison Flamingo.

### Or Hamsterdam

A pompous English educator was putting a Los Angeles primary class through a rather severe European test and his rather supercilious manner made anything but a hit with the youngsters. Young America immediately began to scheme and before long, golden opportunity came.

"And w'at is the capital of 'olland?" the Englishman wanted to know.

"H," was the prompt reply of a smart boy in the back row.—Los Angeles Times.

### One On Dad

Robert, age six, returned to his home after school and found that his mother, contrary to her usual custom, was not at home. Feeling that a parental voice, even at a distance, would tend to lessen somewhat the intense loneliness of the big, empty house, he went to the telephone and called his father.

"Hello, who is this?" he asked in reply to the "hello" at the other end of the line.

"The very best lawyer in town," said Robert's father, who had recognized his son's voice and thought that he would tease him a little.

"Pardon me, but central certainly gave me the wrong number; my father is a lawyer, but—but—I hardly think that he is the best one," came the unexpected answer.—Indianapolis News.

### Not So Sinful

Five-year-old William had been taught that Sunday is not a day of play, but one to be set aside for church and kindred matters. Naturally his mother was surprised and shocked one Sunday morning to find him sailing his toy boat in the bath.

"William! Don't you know it is wicked to sail boats on Sunday?" she demanded.

"Don't get excited, mother," replied William calmly. "This isn't a pleasure trip. This is a missionary boat going to Africa."—Toronto Star.

### No Secret

Daddy—"Well, Mary, you have a brand new baby sister."

Mary—"Oh, Daddy, can't I be the first one to tell mother?"—White Mule.

### A Reputation

Emanuel Jackson, mule tender, appeared one morning on crutches.

"Lawsy," exclaimed a friend. "Ah thought yo' was one o' de bes' mule han'lers in de business."

"So ah is," affirmed Emanuel proudly, "but we got a mule in dis mo'nin' dat didn't know my repitation."—Life.


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# JOURNAL MAIL BAG

### Good Will Day

Editor Journal of Education:—

May 18th, the anniversary of the opening of the First Hague Conference in 1899, is to be celebrated in every land as Good Will day. First known here as Peace day and celebrated for a quarter of a century, it has now been agreed upon by educators of all lands as the day when children of every land are asked to send messages of good will to the students of other countries. The children of Wales will send for the sixth year on Good Will Day a message of greeting by wireless to the children of the world. This year it says:—

"We, boys and girls of the principality of Wales, and of Monmouthshire, greet with a cheer the boys and girls of every other country under the sun. Will you, millions of you, join in our prayer that God will bless the efforts of the good men and women of every race and people who are doing their best to settle the old quarrels without fighting? Then there will be no need for any of us, as we grow older, to show our pride for the country in which we are born by going out to hate and to kill one another. Long live the League of Nations, the friend of every mother, the protector of every home, and the guardian angel of the youth of the world."

Nothing is more important for the children of the rising generation, if international war is to be abolished in their lifetime, than to look on each other as friends and not potential enemies. Now is the time to eradicate prejudice, to refute the sophistry in militarist slogans and to demonstrate that those who would sell must have prosperous and friendly customers and a central agency—a League of Nations to be a clearing house for international affairs.

Every high school class in this country would do well to formulate a friendly message and mail it to the children of some foreign city if they can not send it by wireless. It should be addressed to the Board of Education for publication. Especial attention should be given to the children of Japan and Mexico and Germany, with which countries some of our people have, unhappily, been willing to provoke or perpetuate misunderstanding.

We have several days in the year which we celebrate for our own national purposes, and it is well to devote special attention at least one day in the year to implanting in the minds of youth the great lesson that "Above all Nations is Humanity," and that no one can call himself educated who does not truthfully hold with the Latin poet that he counts "nothing human, foreign." Let teachers plan programs of song and recitation for the day.

Lucia Ames Mead.

Boston.

### Answers to "What Is Your Professional I. Q.?"

[Questions are on page 532.]

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## Meetings To Be Held

MAY.

21-28: National Congress of Parents and Teachers: A. C. Watkins, 1201 16th St. N. W. Washington, D. C.; Oakland, California.

JUNE.

20: American Library Association, Carl H. Milam, 86 East Randolph St., Chicago, Ill.; Toronto, Ontario.

JULY.

3-8: National Education Association, Seattle, Washington.

5-7: School Garden Association of America: Emilie Yunkers, Louisville, Ky.; Seattle, Washington.


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